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ABSTRACT

The relationship between teacher effectiveness (performance) and personality orientation of a specific group of intern teachers is examined. One hundred fifty-three elementary education majors in their fourth year at Iowa Stae University were administered the Personality Orientation Inventory (POI) and rated on a Teacher Performance Inventory (TPI) by the university supervisor and cooperating teacher for effectiveness while serving as student teachers. The performance inventory for student teachers has 36 statements, related to teaching performance, to be rated on a continuum from four to one. The raters did not know the POI scores of the student teachers they rated. The study did not find a relationship between the TPI as a measure of teacher effectiveness and personality as measured by the POI. (A four-item bibliography and the performance inventory are included.) (Author/MJM)

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THE RELATIONSHIP BETWEEN MEASURED SELF-ACTUALIZATION AND STUDENT TEACHER EFFECTIVENESS

The question of teacher effectiveness and how to measure or to predict it is a central concern in the field of education. One way the problem has been approached in the past has been through evaluation of teacher performance in the classroom, while another avenue has been the consideration of the psychological health (personality) of the student or the inservice teacher. This study examines the relationship between teacher effectiveness (performance) and personality orientation of a specific group of intern teachers.[1]

Few published studies directly relate to the purposes of this study, however, those described in the following paragraphs illustrate the types of prior research on the relationship of personality and teacher effectiveness.

Heil and Washburne used the recorded academic growth of children to attack the problem of teacher effectiveness. In the course of their work they identified three types of teachers: (1) an impulsive, strong personality, (2) a fearful, unsure type, and (3) an inbetween type. After they tested and categorized both teachers and children, they concluded that teacher personality was the significant factor in children's learning. The teacher who was warm and reasonably empathic, but not unduly fearful about how others felt about her, seemed to get the best academic results from her class. (3:348-49)

H. M. Dandes investigated the relationship between psychological health and the attitudes and values of teachers. His results indicated a positive

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1. A complementary but separate study was carried on simultaneously at the University of Saskatchewan Regina Campus by Drs. John Dunn and Robert Fowler. Their results are available for comparison purposes.

correlation between psychological health and permissiveness/liberalism in educational viewpoint. He also found a negative correlation between psychological health and authoritarianism/dogmatism in educational viewpoint. Dandes concluded that a large part of what makes an effective teacher is based on psychological health. (2:302-05)

Ryan's study on teacher characteristics, as reported in Barr's Contemporary Research on Teacher Effectiveness, led him to conclude that, along with such factors as participation in school-like activities during childhood and adolescence, age, and size of school; emotional stability was related to high scores in teacher effectiveness. (1:71-81) Thus, studies involving the personality factor seem to indicate a fruitful avenue for further investigation of the relationship between psychological health and teacher effectiveness.

Method of the Study. One hundred fifty-three, fourth year elementary education majors at Iowa State University were administered the POI (4:1-17), and rated by the university supervisor and cooperating teacher for effectiveness while serving as student teachers on a Teacher Performance Inventory (TPI). This performance inventory for student teachers was developed and has been used for several years by the elementary education staff at Iowa State University Ames, Iowa. The scale has thirty-six statements, related to teaching performance, to be rated on a continuum from four to one, with four being the highest rating and one being the lowest rating. The raters did not know the POI scores of the student teachers they rated.

Results of the Study. The POI total score was used to dichotomize the 153 student teachers at a score of 50. The average ratings on the thirty-six TPI items are shown in Figure 1.

Figure 1

Average TPI Ratings

POI Total	< 50 (Non Self Actualized)			≥ 50 (Self Actualized)		
	Cooperating Teacher	University Supervisor	Composite Rating	Cooperating Teacher	University Supervisor	Composite Rating
Number of Student Teachers	61	61		92	92	
Mean	3.33	3.31	3.32	3.29	3.21	3.25

T-tests indicated these groups did not significantly differ.

The TPI has four logically derived, though not empirically verified, subscales: Professional Development, Affective Teaching Performance, Cognitive Teaching Performance, and General Teaching Performance. A similar analysis on each scale again indicated no significant difference between the self-actualized group (POI total ≥ 50) and the non self-actualized group (POI total < 50).

Next, the SA and NSA groups were redefined, using in successive analyses the mean of each of the fourteen POI scales to dichotomize the sample. Again, no significant differences were found except on scale 6 - existentiality - and then only when rated by the university supervisor.

Additional information was obtained for each of the sample members and a correlation matrix run on all forty-five variables. In addition to the fourteen POI scales and the four subscales of the TPI (as rated by each rater), student course grade, grade level (primary or intermediate) of student teaching experience, age, sex, cumulative GPA, and subscale scores on the Guilford-Zimmerman and Minnesota Counseling Tests were correlated. There were no significant correlations between the TPI and any of these variables.

Factor analysis of the TPI revealed, at most, two scales. Analysis of these two factor scores again revealed no significant difference between the SA and NSA groups.

Discussion of the Study. This study clearly did not find a relationship between the TPI as a measure of teacher effectiveness and personality as measured by the POI. Despite findings of earlier research studies, is there validity to the theory that the personality variable is of major importance in teacher effectiveness as measured by classroom performance? It is possible that other factors, within the student teaching situation itself, may have more bearing on effectiveness. Items such as the skill of the cooperating teacher, along with her willingness and ability to transmit an understanding of her skill to a degree which makes it possible for the student teacher to develop similar skill, the overall school and classroom atmosphere, the compatibility of the cooperating teacher's and student teacher's educational philosophy - these and/or other factors may have more bearing on the question of teacher effectiveness than the personality variables measured by the POI.

Perhaps, to promote maximum student teacher effectiveness, a more valid use of the POI might be to assist in placing each student teacher with a cooperating teacher and in an atmosphere most condusive to his maximum development.

In addition, if there is validity in the theory that psychological health (personality) is important to teacher effectiveness, is the POI an appropriate measuring instrument? Perhaps no such measure of psychological health or viewpoint can accurately predict or determine teacher effectiveness.

A look at the TPI itself is also indicated. The TPI and similar instruments have traditionally been used in teacher preparation programs. Supposedly, such instruments, whether formulated in narrative or as scales, give a relatively accurate overview of the student teacher's classroom performance. Such overviews, in turn, have served as a major basis for recommending or not recommending a student for teaching employment. It is possible that the TPI or any similar instrument is relatively useless for such purposes, as the level of the ratings seems to depend largely upon the personal relationship built between the raters and the student teacher. Inspection of TPI ratings indicate that cooperating teachers and university supervisors almost always rated a student teacher consistently high or consistently low on all items. In only a few cases was the student teacher's performance rated to reflect the entire possible range (4-1) of the TPI. This may indicate that the rater saw the student teacher's performance as all "good" or all "bad" without differentiation, or that the rater did not rate the student teacher against himself as to relative areas of weakness and strength. It could also mean that instruments such as the TPI focus on the "wrong" type of items: items which do not get at teaching behaviors that can be measured. Use of the TPI or any similar instrument to rate teachers effectiveness may be highly suspect in teacher education programs.

Recommendations. It appears that it is necessary to develop better measures of teacher performance and/or effectiveness; then, to investigate personality measures such as the POI to show how they relate to performance/effectiveness factor.

Note: More extensive explanations and complete data analysis are available from the author.

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INVENTORY: "Teaching Performance"

Name of Student _____ School _____ Date _____

General Directions

You are requested to describe the teaching performance of this student teacher. There are several statements, followed by a number. This is what each number means.

4. The statement describes the student teacher very well. It is always true or seldom untrue.

3. The statement describes the student teacher most of the time but not to the degree defined in the statement above.

2. The statement describes the student teacher less than half of the time.

1. The statement does not describe the student teacher or is seldom true.

Read each of the statements. Opposite each statement, circle the number that best describes this student teacher.

BE SURE TO MARK AN ANSWER FOR EVERY STATEMENT

Part I: Professional Development

This student teacher:	The statement about this student teacher is: Always true or seldom untrue (4) / True most of the time (3) / True less than half of the time (2) / Seldom true (1)
1. ...maintains a positive reaction to suggestions	4 3 2 1
2. ...recognizes a need for help and welcomes suggestions.	4 3 2 1
3. ...searches for ideas, techniques and procedures in developing a teaching style.	4 3 2 1
4. ...evaluates self in developing self-concept as a teacher.	4 3 2 1
5. ...understands self in relation to others	4 3 2 1
6. ...maintains an open, friendly rapport with children.	4 3 2 1
7. ...maintains an open, friendly rapport with teachers.	4 3 2 1

Part II. Instructional Competencies	Always true or seldom untrue	True most of the time	True less than half of the time	Seldom true
A. Affective Teaching Performance				
This student teacher:				
8. ...recognizes the individual's personal needs	4	3	2	1
9. ...varies assignments and procedures in terms of children's individual abilities	4	3	2	1
10. ...assists children in setting up personal objectives	4	3	2	1
11. ...supports and accepts each child as he is regardless of race, sex, nationality, or learning potential.	4	3	2	1
12. ...creates a positive, success-oriented learning environment.	4	3	2	1
13. ...interacts positively with children.	4	3	2	1
14. ...encourages children in their development of self-discipline.	4	3	2	1
15. ...interests and motivates the children's desire to become involved in the learning process.	4	3	2	1
16. ...reinforces children both verbally and nonverbally.	4	3	2	1
17. ...avoids hostility and sarcasm in using reinforcement.	4	3	2	1
B. Cognitive Teaching Performance				
This student teacher:				
18. ...plans learning experiences in terms of individual as well as group interests and abilities.	4	3	2	1
19. ...effectively uses a variety of levels of questions to evoke thinking beyond the level of recall.	4	3	2	1
20. ...distinguishes major deviant behavior from minor misconduct.	4	3	2	1

	Always true or seldom untrue	True most of the time	True less than half of the time	Seldom True
21. ...uses questions to elicit thinking and pupil response consistent with the instructional goals.	4	3	2	1
22. ...interacts, guides, and controls reaction to pupil's responses.	4	3	2	1
23. ...encourages open-ended inquiry and discussion when consistent with the instructional goals.	4	3	2	1
24. ...assists children in synthesizing, summarizing, and drawing conclusions.	4	3	2	1
25. ...assists children in evaluating their progress toward personal objectives.	4	3	2	1
B. General Teaching Performance				
26. ...sets educational objectives in terms of the pupil's level of development.	4	3	2	1
27. ...recognizes the need for well-organized daily plans which fit defined long-range objectives.	4	3	2	1
28. ...effectively takes into consideration the available time and the pupils' interests and abilities when organizing activities.	4	3	2	1
29. ...effectively handles routine activities: lunchroom, playground, restrooms, etc.	4	3	2	1
30. ...effectively manages the classroom, including control of behavior.	4	3	2	1
31. ...arranges the classroom to facilitate various kind of learning experiences.	4	3	2	1
32. ...selects appropriate teaching techniques and strategies for the situation.	4	3	2	1
33. ...effectively uses a wide variety of teaching materials and instructional media.	4	3	2	1
34. ...is creative and flexible in guiding the learning process.	4	3	2	1
35. ...gathers relevant data about children and their progress toward instructional goals.	4	3	2	1
36. ...uses a variety of appropriate ways of measuring children's achievement and/or progress toward instructional goals.	4	3	2	1